

Meyer Center for Special Children

1132 Rutherford Road
Greenville, South Carolina 29609

Grades PK-2 Primary School

Enrollment 50 Students

Principal Louise Anthony 864-250-0005

Superintendent Phinnize J. Fisher, Ed.D. 864-241-3456

Board Chair Charles J. Saylor 864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	0	0	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Excellent	N/A
2003	Excellent	Good	N/A
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERFORMANCE RATING CRITERIA

Student attendance rate	89.3%
Student-teacher ratio in core subjects	10.0 to 1
Percent of parents attending conferences	99.0%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	11.0

Type of accreditation: *(More than one may apply)*

- ☒ Not pursuing accreditation
☐ Conducting a self-study
☐ State Department of Education
☐ Southern Association of Colleges and Schools
☐ American Montessori Society
☒ National Association for the Education of Young Children

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n= 50)				
First graders who attended full-day kindergarten	N/R	N/A	99.5%	98.8%
Retention rate	7.7%	Up from 4.5%	7.7%	4.6%
Attendance rate	89.3%	Down from 99.5%	95.5%	95.5%
With disabilities other than speech	29.5%	Up from 0.0%	12.1%	3.9%
Older than usual for grade	0.0%	No change	0.7%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 5)

Teachers with advanced degrees	N/A	N/A	45.7%	52.2%
Continuing contract teachers	N/A	N/A	89.3%	88.6%
Highly qualified teachers	N/A	N/A	97.5%	96.3%
Teachers with emergency or provisional certificates	N/A	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	90.6%	89.1%
Teacher attendance rate	86.8%	Down from 90.2%	93.7%	94.6%
Average teacher salary	N/A	I/S	\$40,461	\$40,952
Prof. development days/teacher	17.3 days	Up from 9.7 days	17.3 days	16.5 days

School

Principal's years at school	10.0	Up from 9.0	10.0	4.5
Student-teacher ratio in core subjects	10.0 to 1	Up from 9.8 to 1	16.4 to 1	19.2 to 1
Prime instructional time	74.7%	Down from 88.9%	85.7%	88.6%
Dollars spent per pupil*	\$36,675	Up 1.2%	\$6,389	\$5,871
Percent of expenditures for teacher salaries*	55.2%	Down from 59.8%	60.9%	62.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	92.8%	89.4%
Highly qualified teachers in high poverty schools	95.5%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	
Student attendance rate in this school	95.3%	No

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

From birth, and throughout their life a child with special needs is diagnosed, followed, evaluated and monitored. Every agency representative becomes a crucial part of what often has become the puzzle of this child's life. With this in mind the Meyer Center has made a commitment to provide high-quality, affordable developmental education, therapy and family support services so children with disabilities will have an opportunity to reach their maximum potential.

Generally, the students that receive direct services at the Center are children that have been diagnosed with a condition affecting their motor development such as cerebral palsy, spina bifida or genetic syndrome. The Center also provides support services for families caring for students with disabilities. These services include individual and group support, coordination of community services, school transition assistance and transportation services.

During this school year, Meyer Center students achieved an average of 78% of their annual education goals and 72% of their annual therapy goals, and at year-end 25 students were ready to transition into other public school settings. In April 2005 the Center was proud to be accredited by the National Association for Education of Young Children (NAEYC). In the 20 years NAEYC Accreditation has been established, it has become a widely recognized sign of high quality early childhood education programs. By earning this accreditation, families know the Meyer Center strives to reach the highest professional standards and that children enrolled in the program are getting the best care and early learning experiences.

Louise Anthony
Executive Director

Jennifer Frederick, President
School Improvement Council

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	5
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	100.0%